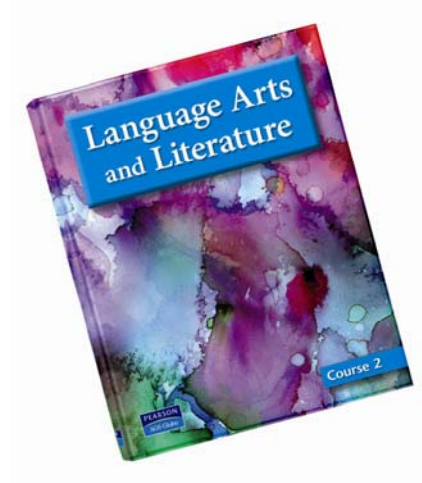


# **Pearson Language Arts and Literature, Course 2 ©2008**

**Correlated to**

## **Textbook Alignment to the Utah Core Grade 7 Language Arts**



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Shoreview, MN 55126

## Textbook Alignment to the Utah Core – 7<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

**Name of Company and Individual Conducting Alignment:** Judy Cannon

**A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):**

☐ **On record with the USOE.**

☒ **The “Credential Sheet” is attached to this alignment.**

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** 7<sup>th</sup> Grade Language Arts Core Curriculum

**Title:** Language Arts and Literature, Course 2

**ISBN#:** 978-0-7854-6364-1

**Publisher:** Pearson Education Inc., publishing as AGS Globe

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** 97%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** 75%

**STANDARD I: (Reading):** Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

**Percentage of coverage in the *student and teacher edition* for Standard I:** 100%

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I:** Not applicable

	<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or</i></b>
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<b>OBJECTIVES &amp; INDICATORS</b>				<i>ancillaries</i> ✓
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	Examples: SE pp. 50, 67, 83, 168, 178, 210, 218, 283, 285, 328, 377, 418, 460 TE pp. 67, 83, 168, 178, 210, 218, 283, 285, 325, 328, 377, 391, 418, 443, 460		
<b>b.</b>	Identify the literal meanings and shades of meaning of words.	Examples: TE pp. 78, 147, 176, 325, 470, 501	Examples: BLAS 3, 19	
<b>c.</b>	Determine word meaning through definition or explanation context clues.	Examples: SE/TE pp. 4, 6, 8, 10, 14, 22, 24, 31, 250, 253, 424	Examples: BLAS 1, 2	
<b>d.</b>	Distinguish between commonly confused words (i.e., a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're).	SE/TE pp. 84	BLAS 33	
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).				
<b>a.</b>	Identify external text features to enhance comprehension(i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents).	Examples: SE/TE pp. 16, 40, 128-131, 169-172, 220-221, 250-252, 319-320, 380, 391, 505-508, 538-541	BLAS 38 ACT 14, 18, 53, 57 WB 18, 57	
<b>b.</b>	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).	Examples: SE/TE pp. 6, 40, 94, 210, 219-222, 340, 569	Examples: BLAS 2, 8, 17, 37 ACT 12	
<b>c.</b>	Retell, paraphrase and summarize from informational text.	Examples: SE/TE pp. 202, 204, 206-208, 214, 216, 222, 224-230, 430, 432, 435, 442, 446, 456, 464, 474	Examples: BLAS 27, 28, 36 WA 39	

<b>d.</b>	Distinguish main idea and supporting details in text.	Examples: SE/TE pp. 2, 94, 113, 115, 134, 177, 202, 204, 207, 208, 214, 216, 219-222, 225, 494, 498, 503, 520, 524, 526, 568-569	Examples: ACT 19 BLAS 14, 18, 39	
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.				
<b>a.</b>	Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).	Examples: SE/TE pp. 2, 94, 96, 98, 99, 102, 103, 104, 117, 120, 126	Examples: WB 11, 12, 13, 55 ACT 11 BLAS 8	
<b>b.</b>	Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	Examples: SE/TE pp. 7, 73, 74, 77, 87, 94, 124, 148, 152, 154, 159 TE pp. 25, 229	Examples: BLAS 7 ACT 17	
<b>c.</b>	Distinguish topic from theme in literature.	Examples: SE/TE pp. 2, 94, 174, 176, 177, 494, 498, 503, 520, 524, 526	Examples: WB 11 BLAS 14, 37	
<b>d.</b>	Identify descriptive details and imagery that establish setting.	Examples: SE/TE pp. 2, 42, 49, 59, 75, 94, 96, 98, 298 TE pp. 79, 139, 289, 520	Examples: BLAS 5, 9 WB 11	
<b>e.</b>	Identify figurative language (i.e., simile and metaphor).	Examples: SE/TE pp. 104, 274, 285, 286, 288, 289, 290, 291 TE pp. 284, 373	Examples: BLAS 9, 23 WB 34 ACT 34 WA 24	
<b>f.</b>	Identify main ideas and/or emotions in a wide range of poetry.	Examples: SE/TE pp. 277-283, 285-291, 297-301, 303-309, 311-317, 323-327, 330-331	Examples: BLAS 24, 25, 26, 29 WB 34 ACT 34	
<b>STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: 100 %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: Not applicable		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1:</b> (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.				
a.	Retell significant events in sequence.	Examples: SE/TE pp.103, 442 TE pp. 34, 48, 58, 110, 395, 446	Examples: BLAS 8, 17 ACT 11	
b.	Summarize essential information from literary or informational text.	Examples: SE/TE pp. 222, 225, 230, 249, 435, 442, 446, 456 TE pp. 34, 163, 184, 185, 239, 382, 446, 552	Examples: BLAS 17, 34	
c.	Connect text to self.	Examples: SE/TE pp. 19, 42, 53, 133, 180, 204, 212, 218, 241, 304, 432, 498, 504 TE pp. 7, 79, 102, 216, 287, 307, 313	Examples: ACT 12 WA 3, 4, 10, 11, 21	
<b>Objective 2.2:</b> (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)				
a.	Determine audience and purpose for extended writing.	SE/TE pp. 88-91, 194-198, 268-271, 332-335, 488-491, 564-567	Examples: WA 1, 3, 4, 7, 8, 9, 11, 15, 16, 21, 29, 35, 42	
b.	Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection.	Examples: SE/TE pp. 19, 30, 42, 88-91, 180, 218 TE pp. 79, 208, 216, 226, 313	Examples: WA 3, 4, 7, 11	

c.	Use sensory details.	Examples: SE/TE pp. 285, 323, 325, 326 TE pp. 356, 435, 450	WA 37	
<b>Objective 2.3:</b> (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> <li>• Use of a unifying idea or topic.</li> <li>• A clear beginning, middle, and end, with sequential transitions.</li> <li>• Appropriate tone and voice.</li> <li>• Appropriate word choice for topic.</li> <li>• Varied sentence beginnings and sentence length.</li> </ul>	Examples: SE/TE pp. 90-91, 196-197, 270-271, 334-335, 490-491, 566-567	See Revise section of Writing Activity Assignments throughout	
b.	Edit for: <ul style="list-style-type: none"> <li>• Correct grade level spelling.</li> <li>• Correct use of commas in a series.</li> <li>• Correct subject-verb agreement.</li> <li>• Correct use of possessives.</li> <li>• Correct capitalization of sentence beginnings and proper nouns.</li> <li>• Correct end punctuation on simple and compound sentences.</li> </ul>	Examples: SE/TE pp. 91, 197, 271, 335, 491, 567, 584-585 In addition to above writing assignments, see the following: •Spelling Workshops on SE/TE pp. 82, 190, 264, 328, 484, 560 •Grammar Check assignments in each After Reading the Selection. Examples: SE/TE pp. 28, 67, 263, 317, 517 •Appendix B: Grammar on SE pp. 572-578	See Edit and Proofread section of Writing Activity Assignments throughout	
<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: 92 %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: 0%</b>		
		<b>Coverage in <i>Student Edition</i>(SE) and</b>	<b>Coverage in <i>Ancillary Material</i></b>	<b><i>Not covered</i></b>

OBJECTIVES & INDICATORS		<i>Teacher Edition (TE)</i> (pg #'s, etc.)	(titles, pg #'s, etc.)	<i>in TE, SE or ancillaries</i> ✓
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.				
<b>a.</b>	Establish a purpose for inquiry.	Examples: SE/TE pp. 13, 28, 39, 67, 169-172, 210, 263, 333, 377, 489, 505-508, 565		
<b>b.</b>	Gather relevant information to answer questions.	Examples: SE/TE pp. 13, 28, 67, 104, 178, 210, 377, 489, 537 565, 588		
<b>c.</b>	Validate the accuracy and relevance of information, discriminating between fact and opinion.	Examples: SE/TE pp. 104, 127, 155, 419-422, 588		
<b>d.</b>	Distinguish paraphrasing and summarizing from plagiarizing.	Examples: SE/TE pp. 565, 588		
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.				
<b>a.</b>	Select an appropriate format to report information.	Examples: SE/TE pp. 51, 83, 104, 210, 218, 241, 291, 317, 418, 483, 527, 537, 566		
<b>b.</b>	Gather information on an idea or concept.	Examples: SE/TE pp. 28, 67, 104, 178, 189, 210, 218, 291, 483, 505-508, 537, 565		
<b>c.</b>	Report information using summarization.	Examples: SE/TE pp. 28, 218, 291, 565 TE pp. 11, 184, 239, 305, 552	Examples: BLAS 16, 17, 28, 34, 36	
<b>d.</b>	Use informal contextual citation. (Example: “Gary Paulsen says he gets his ideas from...”)			X
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings.				

<b>a.</b>	Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).	Examples: SE/TE pp.28, 104, 155, 178, 483, 504, 517 TE pp. 314, 382, 441, 523	Examples: BLAS 3, 5, 10, 17, 18
<b>b.</b>	Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).	Examples: SE pp. 67, 263 TE pp. 33, 47, 140, 152, 160, 214, 239, 281, 307	
<b>c.</b>	Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).	Examples: SE pp. 51, 104 TE pp. 102, 230, 299, 525, 547, 553	Examples: BLAS 4, 5, 11, 18
<b>d.</b>	Contribute constructively in classroom settings.	Activities throughout the Student Text and additional activities in the Teacher's Edition provide many, many opportunities for students to contribute to the classroom setting. In particular, see Listening and Speaking activities on each After Reading the Selection page (Examples on ST pp. 13, 83, 127, 233, 263). See also Speaking and And Listening Activities in the TE (Examples on TE pp. 149, 226, 314, 441) and Interpersonal/Group Learning Activities in the TE (Examples on TE pp. 102, 162, 230, 351, 525)	See Speaking and Listening section of each Building Language Arts Skills worksheet